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ABSTRACT

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. The topics considered in this issue are the areas of legislation and certification as they affect the demand for graduate studies in reading education. Charles and Nathaniel Peters relate their experiences with legislative action in Michigan to the need for similar assertiveness by reading professionals at the national level. Anne Adams describes the successful effort of the North Carolina Association of College Professors of Reading to upgrade the status of reading instruction at pre-service, graduate, and public school levels. Kemble Oliver summarizes information on new certification action affecting reading programs supplied by correspondents in eighteen states. Regular features are "Movers," which endeavors to record the job choices of new graduates and the relocation of others; "Job Report," which lists positions available to doctoral-degree holders; and "For The Time Capsule," which contains notes of interest to reading professors. (MKM)

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EPISTLE

Athens, Georgia
January 1976

Dear Colleagues:

With this issue, EPISTLE moves into volume three and the Professors of Reading Teacher Educators Special Interest Group is midway into the third year of existence. Both the organization and its publication forum have retained their initial purpose: to provide a communication link for those involved in the training of reading professionals. EPISTLE has moved on from an initial period of exploration to consideration of primary issues of concern to the membership. PRTE has planned a full program for the annual meeting, focusing on the consumer demands upon graduate programs as seen by university, public school, state department, and doctoral student representatives. The first page of the centerfold contains a copy of the program for the Anaheim meeting. The April issue of EPISTLE will contain position papers dealing with alternative training approaches for preparing graduate students.

Membership in PRTE and subscriptions to EPISTLE are being changed to concur with the calendar year and, thus, will begin with each new volume in January. All members who have joined at the new six-dollar rate will be continued through December 1976. Individuals joining after the January mailing date will receive their issue of volume three, number one along with the regular mailing of issue two. This procedure will be used as an economy measure, since bulk mail rates allow for an 11½¢ saving over the third class rate required for mailing individual copies. Since bulk mailing rates can be used only if 200 copies are mailed, PRTE must maintain a membership of at least that number to avoid paying the higher rate. Help us save by passing on the form in the centerfold to a peer or graduate student with the suggestion that they might wish to join.

In this issue EPISTLE considers the areas of legislation and certification as they affect the demand for graduate studies in reading education. Charlie and Nat Peters relate their experiences with legislative action in Michigan to the need for similar assertiveness at the national level. Anne Adams describes the highly successful efforts of the North Carolina Association of College Professors of Reading to upgrade the status of reading instruction at pre-service, graduate, and public school levels. Kemble Oliver summarizes information on new certification action

affecting reading programs supplied by correspondents in several states. Since this is high season for the job market, JOB REPORT contains a large number of available positions at the public school, college, and university level. Thanks to willing correspondents in most graduate training programs, MOVERS documents a great deal of movement into new positions by recent graduates and veterans. TIME CAPSULE looks at some of the personal financial concerns of educators and reports on efforts to organize reading professionals at the state level.

EPISTLE continues to look for direction and contributions for future issues. Suggestions, letters, and articles on topics relevant to individuals involved in the training of professionals in reading are always welcome. Since no great backlog of articles exists, publication time is normally less than six months. Your articles and/or comments will help to keep the publication forum focused on concerns of the total membership.

Sincerely,

Bob

Robert A. Palmatier
Editor and Chairman

Vol. 3, No. 1 January 1976

EPISTLE

The Publication Forum of
Professors of Reading Teacher Educators
A Special Interest Group of the
International Reading Association

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The Need For Aggressive National Leadership

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and

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While most of the information presented in this issue of Epistle deals with legislation that might potentially affect the nature or direction of teacher education programs, there is an equally important problem for those who are identified with the reading profession, the negligence shown the issue of professional standards by the profession's national organization, the International Reading Association. In reference to professional standards, all that exists is a set of guidelines which have had at best a marginal impact in controlling the qualifications of teachers who identify themselves as reading specialists. Some might argue that the establishment of guidelines or the development of standards should not be the concern of the national organization or the trainers of reading teachers. However, it is becoming readily apparent that without some assertive, well-formulated direction exerted from the national level not only will less qualified people continue to be placed into positions for which they are not qualified, but people with the qualifications will remain either unemployed or underemployed.

The manifestations of this problem are becoming readily apparent. For instance, as of 1974 one highly respected suburban Detroit school district has eliminated all reading consultants and replaced them with learning disabilities specialists. Happily, for those reading specialists involved, most of them after additional training became the new learning disability specialists. However, the message is clear for reading educators and augurs a potential decrease in demand for reading specialists. Although the authors have no data to support their claims, informal communication with reading educators in other states also indicated the existence of similar conditions. The obvious message seems to be--change your professional identification and role or get another job.

Another related problem for states like Michigan is that people who possess a master's or other specialized degree in reading sometimes find it difficult to obtain any reading-related job, because school district administrators are free to hire anyone who has minimal training in reading. If a school district wishes to hire a

person with twelve credits in reading as their consultant, there is nothing to prevent them from doing so. In another Detroit area school district the problem has become so acute that parents are demanding that higher standards be established for reading specialists. It is a sad commentary on the profession when parents become more concerned about the establishment of meaningful standards than the profession itself. This is not to imply that a degree automatically makes a person more qualified; in rare cases a person with less formal training may be more qualified, but let us hope it is a rare case or something is wrong with our teacher education programs. There is almost a state of generalized self-effacement in the profession: one continually hears that our training programs do not necessarily make one more qualified for a reading-related position than a person with minimal training. If they do not, something is wrong somewhere. As educators, we are certain we would question the quality of dental school training, if dentists and their educators were exclaiming that a degree in dentistry does not necessarily mean a person can deliver better dental services. If we in the profession do not believe that a person with a specialist degree is more qualified than one who lacks the training, then why the concern for specialization?

This problem is not endemic to Michigan and in fact the results of such "salutary" neglect are beginning to have their impact on all facets of the profession. First, the lack of qualified people in many reading positions has contributed to the decline in the status of the reading specialist. It has been our experience that in many instances the reading specialist is one of the last people contacted when it comes to making decisions about the reading curriculum in some schools. In other schools, the reading specialist is not even involved with some disabled readers and in fact intervention is under the direction of other specialists.

Second, if such a policy is allowed to continue unabated, the universities will eventually feel the impact. If people cannot be placed in positions concommitant with their training, they will no longer pursue such degrees. Why should we wait until such a problem becomes a reality? The International Reading Association should seek to develop certification standards to strengthen the profession rather than promulgate meaningless guidelines that rarely become part of a state's certification laws. This lack of support from the national organization has other important implications. Presently, IRA chooses not to be aggressively involved in the formulation of national legislative policy. For instance, many reading educators might be surprised to learn that the American Speech and Hearing Association has already begun to formulate a policy defending the role of speech and hearing specialists in the area of reading readiness. It is possible that ASHA could accomplish in the area of

reading readiness what the field of learning disabilities has already accomplished in the area of reading disability, the replacement of reading personnel. While it is desirable for professions to be jointly concerned about important areas such as reading readiness, it is quite another to see another profession assume control over an area that should be primarily a responsibility of the reading teacher. Once again reading positions might be eliminated as a result of a lack of direction or concern by those at the national level. It is essential that IRA be actively involved in the formulation of legislation that seeks to protect the reading profession. If we are not concerned enough to protect our own interests, no one else will. Those who are so politically naive as to assume that in today's political arena various special interests are not vying for support of programs that seek to protect their interests are deceiving themselves.

If IRA is seeking a model to emulate, then it merely needs to look to some of the various state organizations who have become aggressively involved not only in the establishment of certification standards but also other important legislative matters that affect the profession. For example, had Michigan adopted the same attitude toward legislative involvement as IRA, we would presently be without a four million dollar reading support services program. The governor decided to delete it from his budget, but because we were in continual contact with our legislative advocate, MRA had advanced knowledge of the governor's planned veto and were able to orchestrate a very effective letter writing campaign that resulted in the reinstatement of the program. This could not have happened without the support of our members and concerned citizens, but such a response does not develop by itself. Communication networks must be established, members must be informed, and the appropriate individuals contacted. MRA was effective, because we had committed ourselves to such involvement. We recognized the need for action, but has IRA?

There are many steps IRA could take to reverse its present lack of involvement: (1) survey its members to ascertain their major concerns regarding standards, (2) establish a communication link with its members in regard to important legislative matters, (3) conduct inservice sessions at regional or national meetings to "educate" its members as to the need for affirmative political action, (4) hire a legislative advocate who could work at the national level, and (5) develop some means for coordinating the efforts of the various special interest groups that presently function within IRA.

Getting Involved Beyond Detached Awareness

Anne H. Adams
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People have debated and will continue to mount platforms concerning reading; unfortunately, the voice of the university professor of reading, qualified through education and experience, has remained relatively quiet in legislative hearings and other meetings where decisions concerning budgets and policies are influenced. The following is an account of what did happen when professors of reading decided to speak in a united voice beyond the confines of their classrooms.

On January 22, 1972, the Association of College Professors of Reading, the first of its kind in the nation, was formed in North Carolina. There was no list of reading professors in the State, so a letter was sent to each college and university education department inviting the appropriate professor to attend a meeting. Present were over sixty professors, representing forty-two public and private institutions of higher education. The Association voted to remain independent of other organizations and to devote its efforts solely to pinpointing specific problems and strategies related to reading and to making recommendations known publicly in places where a difference could be made.

The reasons for the Association's birth were obvious and painful. At that time, the North Carolina State Department of Public Instruction certification requirements in reading courses were bare minimum for elementary education majors and no reading courses were required for secondary majors. The newly adopted Standards and Guidelines for Teacher Certification did not even include a major section on the area of reading; uncertified persons (some with no training in reading) were being employed in many schools as reading teachers or aides; most colleges and universities had less than ideal offerings in reading courses; in fact, three colleges and universities offered no courses in how to teach reading to elementary education majors and some devoted only ten clock hours to reading within a language arts course.

College and university professors had been frustrated in individual efforts to secure a requirement and related support to assure the public that every teacher learns how to teach reading before certification. In meetings held during 1972-1973 at various colleges and universities in the state, the Association expressed its concern in the following resolutions sent to the Chairman of the State Board of Education and the Superintendent of the State Department of Public

Instruction.

(1) All elementary teachers and elementary special education teachers seeking certification at the undergraduate level must have six semester hours in reading.

(2) All secondary teachers and secondary special education teachers seeking certification at the undergraduate level must have three semester hours in reading with emphasis on reading skills needed in the content areas.

(3) All elementary and secondary teachers seeking certification renewal credit who have not met the requirements of the first two resolutions must have three semester hours in reading.

(4) All teachers seeking graduate certification in reading must apply for certification at one of two levels -- the reading teacher certificate (a minimum of fifteen semester hours in reading courses and the remainder of the thirty semester hours in courses related to the teaching of reading) and the reading specialist certificate (a minimum of nine semester hours in graduate reading courses in addition to the requirements for the reading teacher's certificate) and the remainder of the program must be in courses related to reading.

(5) All educators seeking initial certification as a principal, supervisor, or director of instruction of elementary or secondary instruction programs must have a minimum of three semester hours in either the administration and supervision of reading or the teaching of reading prior to initial certification or before the certificate is renewed.

(6) Reading courses for certification purposes must be taught in a university-or college-approved teacher education program by a person whose certification is at the least that of reading specialist.

(7) State-granted fellowships to college students should be provided for work toward certification as a reading specialist.

(8) Consortia prototypes on a state-wide basis should be initiated involving college and school systems.

(9) Employment of reading specialists should be based on formal preparation in reading and a variety of successful professional experiences in education.

(10) By 1975, every teacher in the public schools of North

Carolina will be enrolled in or have completed a planned program to develop additional competencies in teaching reading.

(11) Every college professor of reading will be professionally competent to work in the field of specialization.

In essence, the Association of College Professors of Reading was the first to make formal resolutions to insist that no North Carolina child be deprived of superior instruction in reading, and to disseminate these proposals to the State Department of Public Instruction and the State Board of Education. It was the first group to formally request the requirement that no group of North Carolina teachers be exposed to uncertified reading specialists. It was the first group to recommend that undergraduate and graduate courses be taught only by professors qualified in teaching reading through training and experience.

Within a few months after the resolutions were mailed these changes took place:

(1) A Division of Reading was created in the State Department of Public Instruction.

(2) A bill was proposed in the Legislature to require prospective teachers to take courses in reading.

(3) A committee was appointed by the State Department of Public Instruction to study and develop certification guidelines concerning reading. (These guidelines were adopted by the State Board of Education on March 7, 1974 as a series of competencies.)

(4) The Legislature's Education Committee began holding hearings to ascertain why the critical area -- reading -- had been a step-child, and some professors were asked to appear before the Committee.

Although progress had been made in some areas, there were glaring loopholes that circumvented the intent of the Association to assure the public that (1) teachers had been taught how to teach reading, and (2) qualified teachers were teaching reading each day in school. Semester hours requirements had not been instituted; scores of uncertified teachers and aides were being employed in reading budget lines; all colleges were not offering adequate numbers of courses in reading. Some of the loopholes had been detected by the powerful Legislative Committee on Governmental Operations, whose purpose is to investigate misuse or duplication of state funds as well as the effectiveness of programs

supported by state monies. Pointed questions were directed in hearings to the chairman of the University system's Board of Regents, chancellors of universities, the chairman and members of the State Board of Education, representatives of the State Department of Public Instruction, university professors of reading, and school superintendents.

Since discussions in the Legislature, the State Board of Education and local education agencies pointed toward new decisions affecting the future of reading instruction in North Carolina, the Association of College Professors of Reading called a meeting on November 14, 1975 to make recommendations and to disseminate them to persons in North Carolina who make policy and budgetary decisions affecting reading. The following resolutions of potential historical consequence were approved by the Association of College Professors of Reading:

RESOLUTION I. In order to avoid inadequate training in the preparation of teachers of reading, the Association of College Professors of Reading resolves that the State of North Carolina mandate:

1. A minimum of 6 semester hours in the teaching of reading for teachers of grades K through 8 taken at a university or college in an approved teacher education program.

2. A minimum of 3 semester hours in the teaching of reading for teachers of grades 9 through 12 taken at a university or college in an approved teacher education program.

3. A minimum of 3 semester hours in the teaching of reading taken at a university or college in an approved teacher education program for every teacher in North Carolina receiving certification renewal within 5 years.

RESOLUTION II. The Association of College Professors of Reading resolves that:

1. The salaries be frozen for all teachers currently employed as reading teachers who are not certified according to the State Department of Public Instruction guidelines for professional reading teachers at either the undergraduate or graduate level.

2. For individuals who have not met the minimum requirements stated in Resolution I by September 1, 1977, employment should be terminated and the position filled by a person meeting the guidelines.

RESOLUTION III. The Association of College Professors of Reading resolves that:

1. The State Department of Public Instruction cease teacher certificate renewal when such renewal is based on clock-hours of participation in courses, conferences, or other activities not supervised by an approved teacher education institution.

2. The State Department of Public Instruction cease funding activities used for certificate renewal which are not supervised by an approved teacher education institution.

RESOLUTION IV. The Association of College Professors of Reading resolves that state funds be provided directly to each college and university involved in the preparation of teachers for the following purposes:

1. The organization and supervision of a practicum of a part of at least one course in the teaching of reading on both the undergraduate and graduate level for every student preparing to teach reading in grades K through 12.

2. The establishment of 30 scholarships per graduate institution with an approved teacher education program in reading to provide for the preparation of reading specialists. The scholarship should include both tuition and one-half year's salary to fund internships in reading in the schools.

3. The purchase of materials and equipment used in the teaching of reading (suggested minimum per college: $5, 000).

4. The allocation of state funds to employ qualified professors to teach courses in reading in the colleges and universities where the number of qualified professors is not sufficient.

RESOLUTION V. The Association of College Professors of Reading deplores the misuse of unqualified teacher aides in the

area of reading and the misrepresentation given to the public that inadequately prepared persons can do an effective job in reading instruction.

The Association resolves that:

1. The employment of unqualified teacher aides in the area of reading instruction for children be stopped immediately.

2. Present and future funds be used only to increase the professional expertise of certified teachers, and to support promising aides who can be admitted to college and university programs as candidates for degrees and the title of teacher.

3. Categorical state funds be allocated for the employment of certified reading teachers.

RESOLUTION VI. The Association of College Professors of Reading resolves that an investigation be made by a subcommittee of the Association to determine the following:

1. The qualifications of each and every individual who teaches on campus and extension reading courses in college or university teacher education programs.

2. The depth, content and number of reading courses offered by institutions of teacher education.

3. The value of reading courses as assessed by students in the teacher education program and graduates of the teacher education program.

4. The allocation of a minimum of $40,000 for this study which should be conducted by the Association.

The Association of College Professors of Reading has requested the names of individuals who are responsible for making decisions concerning the allocation of state funds for reading. This action will enable the Association to advise such individuals in the planning stages, before financial decisions are made that affect the future of reading instruction at all levels.

The Association of College Professors of Reading requests an immediate inventory to determine the college

and university courses in reading that were completed by the following persons involved in the total state program of reading instruction:

1. every early childhood, intermediate, middle school and secondary teacher;

2. every person in the State Department of Public Instruction including regional coordinators who are employed to work in reading and early childhood programs;

3. every supervisor of reading in the public schools;

4. every person teaching courses in reading in the community colleges;

5. every person disseminating reading information from agencies or organizations receiving state funds.

Although acutely concerned with the need for quality instruction in teaching reading, and the elimination of anything less than the best for teachers and children in North Carolina in this area, the Association of College Professors of Reading is actually making a plea for all professional teachers. Legislators and other key state decision-makers will receive the above resolutions stating, in essence, that none other than a professionally trained teacher should be accountable to the public for reading instruction, and that no institution, agency, or group other than colleges and universities should be accountable for the preparation of both preservice and inservice education of teachers in reading.

In the final analysis, no one has yet come up with a better method than a college or university degree in teacher education and a state-awarded certificate for teaching. If funds, energies, and discussions are to be directed in educationally-sound ways, professors of reading need to get involved in making suggestions. Professors need to work with state decision-makers in developing plans to improve the teaching of reading at every level. Of all levels, however, the colleges and universities directly affect all teachers and indirectly affect the greatest number of children.

Highlights of Legislative and Certification Changes in Eighteen States

Kemble Oliver
University of Georgia

Graduate training programs are often affected by legislation which increases the demand for certain courses or training sequences; conversely, such legislation sometimes decreases the demand for such training. Shifts in certification requirements, for example, increase the demand for courses in one area, thereby directly or indirectly decreasing the demand for elective or required courses in another area. Legislation in some states is allowing school districts to provide their own workshops and courses in lieu of university courses for meeting certification or re-certification requirements. In some, legislation requiring new public school instructional programs is increasing the demand for teachers qualified to work in these new programs, indirectly decreasing the demand in other areas. Currently across the nation, reading education is being directly or indirectly affected by new or anticipated legislation which will have a substantive effect on both the kind and quantity of reading courses which will be required. The need for us to be aware of the implications of such legislation seems obvious.

While most of us are aware of the legislative and certification changes in our immediate geographical areas, it is difficult for us to place what is happening into a larger regional or geographical context. It was in an attempt to do this that the EPISTLE staff asked several of our readers to prepare brief statements describing any new requirements which seemed likely to affect the demand for graduate training in reading in their respective states, particularly any requirements which suggested an increase or decrease in the demand for persons trained in teacher education in reading.

To date we have received replies from eighteen states--nineteen, if Dr. Adams' article may be considered a description of the current situation in North Carolina. Sixteen of the states are spread fairly evenly across the United States east of the Rocky Mountains; the remaining two are in the far west. The next issue should provide data on the remaining states, assuming that the current rate of response continues. The states represented in the current article include:

California	Louisiana	Ohio
Florida	Maryland	Tennessee
Georgia	Missouri	Texas

Illinois	Nevada	Vermont
Indiana	New Jersey	Virginia
Kansas	New York	Wisconsin

Although the statements themselves will constitute the larger part of the article, some rough generalizations may be drawn from them. These generalizations are based on the information provided by our respondents, information which is as accurate as the sources of our respondents. With few exceptions, it would appear that the demand for reading teacher educators will show an increase in the immediate future.

One especially promising area would appear to be that of secondary and content area reading. Seven states, for example, have recently passed requirements for reading instruction for most or all of their secondary teachers. An additional six have legislation pending which will require such training, have proposed requirements for all secondary teachers, or have such requirements under study by committees at state level.

In nine states, recent legislation has been passed to allow certification of reading teachers and/or reading specialists; and one, Indiana, is requiring special training in reading for supervisory and administrative personnel. Special certification for reading teachers and specialists has, in a number of states, preceded later and more sweeping legislative requirements that all teachers receive some sort of specific instruction in the teaching of reading, beginning first with increased requirements for elementary teachers, then followed with requirements at the secondary levels.

In Georgia special action recently taken by the Board of Regents should result in increased demand for teachers prepared to work in developmental and remedial reading at the college level. The Board has mandated that each of the 39 institutions in the University System of Georgia must establish a Division of Special Studies to provide remedial assistance in reading, writing, and mathematics to high risk students entering the system.

Only three states were reported to have passed legislation which might adversely affect the demand for coursework in reading, but in each case such action is counterbalanced by other legislation which would increase the demand for teacher preparation in reading. Georgia and Florida have both passed legislation requiring a course in learning disabilities for the certification of all teachers. Kansas has mandated that each school district provide special programs for exceptional children. The state does not currently require reading courses for certification of learning disability teachers.

The prospects for increased demand for reading teacher educators, particularly at the secondary level, looks promising for the immediate future. The staff of EPISTLE extends its thanks to the many people who have responded to our requests for information.

Reports from the individual states follow. Some of the responses were extremely detailed and thorough. We regret that space requirements forced us to omit some of the information which was provided, recognizing the substantial effort which went into the reports. All reports were shortened to some degree. We attempted to retain the essential information provided in each report.

CALIFORNIA — George Becker

. Legislation has been passed requiring a course in reading for all teachers including secondary teachers with the exception of the following 5 fields: Art, Music, Physical Education, Industrial Arts, and Family Studies. Thirty-five institutions of higher learning now have approved Reading Specialist Programs.

FLORIDA — Helen Baines

. The only recent legislative mandates concerning reading requirements are in relation to initial certification in early childhood or K-3 certification renewal. Included in the legislation are requirements for training in the use of paraprofessionals. As a result, universities have planned two courses in reading for the teaching of reading and the diagnosis and remediation of reading.

. The district in-service participation programs now entitle an individual to renew his certificate with non-credit courses "designed to assist each member to maintain current competence in the field or fields in which he is assigned and, beginning with programs formulated for the 1974-75 school fiscal year and thereafter, to assist in the development of competence of each member to coordinate teaching of appropriate reading skills within the subject or field to which he is assigned." This regulation change necessitated staff development programs which included teaching reading in content areas and evaluating reading progress.

. At the secondary level, all teachers are required to take one course in the teaching of reading specific to content areas.

. Plans to upgrade teacher competencies in reading instruction, to provide requirements for reading/language arts resource specialists, and to provide funding for implementation of these plans have

have been introduced in the legislature.

GEORGIA — Robert A. Palmatier

. To be reapproved for certification by the State Education Department, all future graduate programs and courses must be outlined in terms of competencies to be developed.

. Last year the state altered its program of summer training grants to allow local districts control over their allotment and gave them the option of using the money for district staff development, rather than for direct teacher grants for graduate work.

. Legislation has been passed stipulating that future certification in any area and at any level must include a course in the identification of learning disabilities. A large proportion of teacher candidates elect to take additional, unrequired courses in reading. The legislation requiring a course in learning disabilities, however desirable, will probably adversely affect the demand for additional, elective reading courses.

. On the more positive side, legislation has been passed requiring a course in reading for the initial certification of secondary teachers. Wording of the requirement is unclear about whether all secondary teachers must have the course, or only English and EMR teachers.

. A recent decision by the Board of Regents, which operates the 39 institutions in the University System of Georgia, has created a dramatic demand for training at a new level. The Board of Regents ruled that, beginning in September, 1975, each of the 39 units in the system must establish a Special Studies Division charged with the responsibility of providing compensatory training in reading, writing, and mathematics. A second requirement instituted by the Board of Regents is a test of communication skills which includes vocabulary, reading comprehension, and essay writing. Passing the test is a graduation requirement in all 39 institutions, as is the stipulation that the institutions must provide remedial assistance for those failing the test. Both of these actions by the Board of Regents have resulted in a sudden and greatly increased demand for master's, specialist, and doctoral level individuals trained and qualified to work in the Special Studies and remediation programs.

ILLINOIS — Margaret Keyser Hill

. All elementary teachers are required to complete one reading methods course as part of basic elementary certification requirements.

. There are no certification requirements in reading for: secondary teachers; special reading teachers; Title I reading teachers; reading consultants.

INDIANA — Edna Warncke

. To be approved for certification, all future undergraduates in secondary education must have 3 semester hours in reading problems in subject-matter oriented materials. This is a new requirement.

. Rather than the previous reading endorsement, there is to be a reading minor which will include 24 semester hours in reading related courses. This is a new requirement.

. At the graduate level, Instructional Supervisors in Reading and Directors of Reading will be required to have a practicum, internship or field experience in supervision of reading or administration of reading programs respectively. This is a new requirement.

KANSAS — Robert E. Jennings

. There are no recent changes in certification or re-certification requirements for administrators, elementary or secondary classroom teachers. However, there have been discussions by the State Standards Board relative to requiring reading coursework by secondary education majors and more than the presently required one undergraduate reading course for elementary majors.

. Programs have been mandated for the provision of programs within each school district for educating exceptional children. Programs for learning disabilities have already been implemented. This had considerable import for reading instruction. State Department of Education certification standards for L.D. teachers who work with reading-handicapped children do not require any formal preparation in reading. Should federal funding for Title I Reading Programs be discontinued, it is conceivable that school districts will opt for L.D. teachers.

LOUISIANA — Lacy A. Marcotte

. Approval was granted by the State Board of Education in Fall, 1974, for initial certification as a Reading Specialist at graduate level.

. Effective Fall, 1975, beginning undergraduate majors in elementary education are required to take six semester hours in reading for initial certification as an elementary teacher. Similarly, a three hour course in reading education is required of

secondary English majors.

. At present an advisory council to the Board of Elementary and Secondary Education is taking under advisement the undergraduate and graduate certification requirements for elementary and secondary teachers. The reading education requirements are particularly being challenged by this group. It is very likely that any changes in the near future will represent an increase rather than decrease in course (semester hour) requirements for certification in all areas and at all levels. EDITOR'S NOTE: At press time we were told that new legislation now requires a course in reading for all secondary teachers.

MARYLAND — Judith N. Thelen

. The only change in certification requirements is that elementary teachers and secondary English and social studies teachers are now required to take three semester hours of reading. The previous requirement of twelve semester hours of graduate reading coursework for reading teachers and specialists remains unchanged.

MISSOURI — Richard D. Robinson

. Legislation has been passed requiring all newly certified teachers to have at least one course in the education of exceptional children. This requirement applies to teachers at all levels and in all academic areas.

. Reading faculty, representing both the state and private colleges and universities, have been meeting on a regular basis to discuss professional certification standards for reading specialists. Included in these meetings have been representatives of the Missouri State Department of Education.

NEVADA — P. M. Hollingsworth

. A certificate endorsed for teaching remedial reading or for supervising reading programs (reading specialist) is required for the performance of these services in the public schools respectively.

. Approved programs after September 1, 1975 must include three semester hours in multi-cultural education.

NEW JERSEY — Edward Fry and Martin Kling

. Two reading certificates have been authorized two years ago and will become mandatory in 1978.

1. THE READING SPECIALIST CERTIFICATE more or less follows IRA guidelines and is usually obtained by graduating from an approved master's program in Reading; however, it is possible, under certain conditions, to get this certificate with 30 graduate credits. In any event, two years of teaching experience are required. It is expected that this certificate will be used by remedial reading specialists and supervisors at all levels.

2. THE READING TEACHER ENDORSEMENT parallels other subject endorsements like History, English, etc. The usual way is to graduate from an approved program which has 24 credits specified in Reading and Psychology. This is a K-12 endorsement and courses may be undergraduate or graduate. It is expected that it will be used mainly by secondary developmental teachers or departmentalized middle schools.

. A proposal now before the Board of Education will require 6 credits in Reading for all teachers (K-12 in all areas) beginning with the class of 1980.

NEW YORK — Richard Allington

. To be reregistered after January 1, 1975, as an approved program by the State Education Department all undergraduate and graduate programs in elementary education and reading must be submitted in a competency based format. There are to be three levels of certification in reading in the immediate future (no certification of reading teachers or specialists exists currently): Classroom teacher (with 6 hours coursework as discussed above); reading teacher (with a requirement of an earned Master's degree in Reading); reading specialist.

. In conjunction with the prior legislation, all persons now seeking certification in elementary education must complete a minimum of 6 credit hours of formal coursework in reading or pass a 150 item multiple choice examination covering principles of reading education. The examination was developed and is administered by the State Education Department.

Sample items: Which type of information is most useful in planning lessons?: a) stanine, b) annotated records, c) raw scores, d) statistical analyses.

A major reading difficulty in content areas is: a) technical vocabulary, b) lack of interest, c) format of texts, d) poorly written material.

The ironic facet of this legislation is that, while teacher training institutions have had competency based education mandated, the State Education Department has developed traditional paper/pencil examinations that can lead to certification with no demonstration of competence.

. An additional irony occurred when the teacher certification division of the State Education Department recently decided that teachers with advanced degrees in reading do not qualify for certification and employment under Education Law 241, Special Needs and Handicapping Conditions (read Learning Disabilities, EMR, Physically Handicapped, etc. teachers).

. The legislation cited above has had effects on graduate reading education programs, generally decreasing the demand for coursework in reading. On the other hand, the advent of annual statewide testing of pupils for "minimal competence" levels of reading performance has increased the demand for reading for graduate reading education programs. In the face of public disclosure of district reading performances many school systems have encouraged their teachers to strengthen teaching competence in reading education.

OHIO — John E. Readence

. In December, 1974, new competency-based Standards for Universities Preparing Teachers were adopted by the State Board of Education of Ohio to become effective July 1, 1980. Compliance will necessitate changes in existing programs and individual courses, in organizational patterns, and in faculty and staff utilization. Paramount among the requirements specified in these new Standards is that all students must be prepared in the teaching of reading as it pertains to the field of which certification is being sought.

TENNESSEE — Robert A. Kaiser

. Universities within the state have been asked to develop programs for special reading teachers.

. Legislation has been passed requiring secondary principals who are seeking elementary certification to complete a course in reading.

TEXAS — Michael Strange

. Within the last two years legislation creating a reading specialist certificate was passed. There is no legislation requiring courses in reading for either an elementary or secondary provisional certificate. Legislation requiring six hours in reading for elementary students and three hours for secondary students has

been proposed but no action has been taken as yet.

VERMONT — Lyman C. Hunt, Jr.

. Competency-based guidelines in reading were approved by the Certification Review Board on January 17, 1975. Publication of the proposed guidelines provoked much discussion pro and con as they affect all teachers. The State Board of Education, which must approve the proposal before it is legislated, has held a series of Open Forums around the state. The result is that the Commissioner of Education has appointed a committee to evaluate the effects of proposed guidelines. The report is expected in June, 1976.

. To be approved for professional certification at the Elementary and/or Secondary levels, all candidates will be expected to meet the proposed competency-based guidelines. The degree to which these competencies are possessed is that which should result from 9 hours of formal study and practicum in reading or related language arts at the undergraduate level.

. To be approved for professional certification with an endorsement as a reading specialist, a candidate will be expected to meet the proposed competencies described in the guidelines. The degree to which these competencies are possessed is that which should result from at least 18 hours of formal study and directed practicum, or a Master's Degree with specialization in Reading.

. The immediate effect of the proposal has been to greatly increase the demand for in-service workshops to assist teachers at all levels to become more knowledgeable in the area of Reading and to generally improve the quality of their teaching in this area. It has also become evident that a greater number of teachers at the Middle School and High School levels are enrolling in "Reading" courses offered in the evening and in summer sessions, both at Campus Centers as well as locations throughout the state.

VIRGINIA — Shirley B. Merlin

. In July, 1974, changes in the certification standards for elementary teachers added 3 hours in reading to the existing 3 hour requirement.

. In July, 1974, Virginia established its first Reading Teacher and Reading Specialist (K-12) certification standards. School divisions seeking increases in state reimbursement for employing teachers in their "subject area" encouraged reading teachers to obtain one of the endorsements. Enrollment in graduate reading courses and graduate reading programs has increased substantially as a result of these certification requirements. Many school districts are re-

quiring teachers to take at least one reading course for renewal of certificates.

. On the less positive side, efforts to develop certification standards for secondary teachers which would include at least one course in reading have not been successful to date. Several subject area State Study committees have made such a recommendation but there has been no official movement in that direction.

WISCONSIN — Donald Benz

. As of July 1, 1975, certification of teachers for the elementary and middle school requires a discrete course in the teaching of reading. Course preparation is also necessary in language arts. Although it is not a certification requirement, the State Department of Public Instruction recommends elementary teachers have a minimum of six credit hours of course work in reading. Several major cities in the state are requiring candidates for positions to have six credits of reading instruction as a prerequisite to hiring.

. All secondary teachers must have a discrete course in reading instruction to apply for initial certification after July 1, 1977.

. At the graduate level, reading certification is for reading teachers or reading specialists, grades 1-8, 7-12, and 1-12.

. Legislative involvement in reading and related areas has resulted in three major actions:

1) The state legislature has implemented a public law to provide 70 percent state funding support to school districts for special diagnostic treatment and remediation of exceptional educational needs.

2) Legislative action has required school systems to meet 13 standards subject to State Department of Public Instruction approval. One of the standards regards reading instruction and requires that each school system must give evidence of having personnel with preparation in diagnosis and evaluation of reading problems for grades K-3.

3) Current legislation supported by those interested in reading, such as the Wisconsin State Reading Association, has led to a pending Senate bill which is designed to increase reading requirements in grades K-3 to K-12.

JOB REPORT

The following positions have been reported to the EPISTLE editors. Those interested in specific positions should communicate directly with the contact persons listed.

* * * * * *

Institution: Alabama Agricultural and Mechanical University

Position: Instructor in Secondary Reading

Degree Required: Doctorate

Experience Desired: Experience and training in teacher education

Responsibilities: Teach a general education course in the undergraduate program (such as Human Growth and Development) and in the graduate program (such as Curriculum Development or Program Evaluation).

Contact Person: Nell R. Anthony, Chairman

Address: Alabama A & M University
Department of Elementary Education
Normal, Alabama 35762

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Institution: Aquinas College

Position: Secondary, college, and adult reading

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Work in CBTE

Responsibilities: Train teachers and help implement secondary, college, adult developmental and remedial reading/study program.

Starting Date: July, 1976

Salary: $11,000 - $13,000

Contact Person: Mrs Bonnie J. Wiest, Personnel Director

Address: Aquinas College
1607 Robinson Road, S.E.
Grand Rapids, Michigan 49506

Telephone: (616) 459-8281

Additional Information: Program under the direction of Dr. David Yarington

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Institution: Arizona State University

Position: Reading with an early childhood emphasis

Rank: Assistant or Associate Professor of Elementary Education

Degree Required: Doctorate

Experience Desired: Teaching experience at primary level

Responsibilities: Teach undergraduate and graduate courses in Communication Arts - Reading with an early childhood emphasis.

Starting Date: August, 1976

Salary: Commensurate with experience

Contact Person: Dr. Carl Wallen, Chairperson

Address: Department of Elementary Education
College of Education, Arizona State University
Tempe, Arizona 85281

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Institution: Bloomsburg State College

Position: Reading

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Classroom teaching and clinical experience

Responsibilities: Classroom teaching and possibly teaching an off-campus course.

Starting Date: September, 1976

Salary: Negotiable

Contact Person: Dr. Margaret M. Sponseller

Address: Bloomsburg State College
Bloomsburg, Pa. 17815

Telephone: (717) 389-3209

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Institution: Brigham Young University

Position: Secondary reading program coordinator

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Teaching secondary school reading

Responsibilities: Coordinate and teach in secondary reading program.

Starting Date: Fall, 1976

Salary: Open

Contact Person: Floyd Sucher, Chairman

Address: Department of Elementary Education
Brigham Young University
201 Mc Kay Building
Provo, Utah 84602

Telephone: (801) 374-1211

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Institution: Central Michigan University

Position: Reading, Language Arts, and Early Childhood

Rank: Temporary Instructor or Assistant Professor

Degree Required: Doctorate

Experience Desired: Elementary teaching experience

Responsibilities: Teach courses in Reading and Language Arts and in Early Childhood.

Starting Date: September, 1976

Salary: Variable

Contact Person: Dr. R. G. Onna

Address Central Michigan University
Mt. Pleasant, Michigan 48859

Telephone: (517) 774-3516

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Institution: Elmira College

Position: Developmental reading

Rank: Open

Degree Required: Doctorate

Experience Desired: Public school teaching

Responsibilities: Work in general area of developmental reading in the context of a developing competency-based teacher education program.

Starting Date: September, 1976

Salary: Open

Contact Person: Dr. Gertrude H. Spremulli

Address: Dean of Administration
Elmira College
Elmira, New York 14901

Telephone: (607) 734-3911, ex. 203

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Institution: Floyd Junior College

Position: Developmental reading

Rank: Instructor

Degree Required: Minimum of M.Ed.

Experience Desired: Reading and some training in counseling preferred

Responsibilities: Instruct developmental reading classes in Special Studies Program.

Starting Date: September, 1976

Salary: Negotiable

Contact Person: Dr. Richard W. Trimble, Director of Special Studies

Address: Floyd Junior College
P. O. Box 1864
Rome, Georgia 30161

Telephone: (404) 295-6357

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Institution: Illinois State University

Position: Reading

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Public school teaching reading clinic or clinical experience

Responsibilities: Direct a Reading Services Center and teach in graduate and/or undergraduate program.

Starting Date: September, 1976

Salary: $1, 600 per month, approximately

Contact Person: T. L. Drake, Chairperson, Department of Curriculum and Instruction

Address: College of Education
Illinois State University
Normal, Illinois 61761

Telephone: (309) 438-5625

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Institution: Illinois State University

Position: Reading Clinic

Rank: Dependent upon qualifications

Degree Required: Doctorate

Experience Desired: Strong emphasis in reading, clinical experience and expertise in teaching and directing graduate students in a clinical setting

Responsibilities: Coordinate Reading Clinic.

Starting Date: Fall, 1976

Salary: Open

Contact Person: Dr. James D. Coe, Chairperson, Search Committee

Address: Department of Curriculum and Instruction
Illinois State University
Normal, Illinois 61761

Telephone: (309) 436-7681

Additional Information: Appointment subject to budget appropriation and affirmative action requirements

Institution: Indiana University

Position: Secondary Reading

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Teaching reading to adolescents and/or adults

Responsibilities: Teach undergraduate and graduate courses related to secondary/adult and content-area reading; design and implement courses or training programs for content-area teachers at the middle school and secondary level.

Starting Date: January or August, 1976

Salary: Open

Contact Person: Dr. Carl B. Smith, Search Committee, Reading Program

Address: 211 Education Building
Indiana University
Bloomington, Indiana 47401

Telephone: (812) 337-7167

Additional Information: Long range plans allow for research and development activities, design and implementation of graduate programs for secondary and adult reading specialists, and service to secondary reading on the state and national level.

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Institution: Kent State University

Position: Secondary Developmental Reading

Rank: Based on experience and qualifications

Degree Required: Doctorate

Experience Desired: Public school and university level specific to secondary reading

Responsibilities: Teach course in secondary reading at graduate level, participate in program development in reading at graduate level.

Starting Date: September, 1976

Salary: Based on qualifications

Contact Person: Dr. Carl L. Rosen

Address: Educational Child Study Center
College of Education
Kent State University
Kent, Ohio 44240

Telephone: (216) 672-2738

Additional Information: Position contingent on allocation of funds

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Institution: Macon Junior College

Position: College reading

Rank: Instructor or Assistant Professor

Degree Required: Master's or doctorate

Experience Desired: College teaching preferred

Responsibilities: Teach reading to academically disadvantaged students, advise students, discharge committee responsibilities, and assist in curriculum development.

Starting Date: Fall, 1976

Salary: Competitive and negotiable

Contact Person: Dr. Laurence W. Fennelly, Chairman, Department of Special Studies

Address: Macon Junior College
Macon, Georgia 31206

Telephone: (912) 745-8551

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Institution: Metropolitan State College

Position: Director of Reading Laboratory

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: College reading instruction coursework and teaching experience

Responsibilities: Teach in and direct program of reading improvement for college students.

Starting Date: September, 1976

Salary: Dependent upon experience

Contact Person: Dr. Ladessa Yuthas

Address: Reading Department, Box 17
Metropolitan State College
250 West 14th Avenue
Denver, Colorado 80104

Additional Information: Applicants must submit in advance: a written resume; a letter of application stating compliance with background requirements; college transcripts; and at least three references.

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Institution: Murray State University

Position: Clinical

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Capable of doing inservice with public school systems

Responsibilities: Direct and conduct clinical diagnostic services and teach course in analysis and correction of reading difficulties.

Starting Date: July, 1976

Salary: $13,000 per academic year

Contact Person: Dr. Yancey Watkins

Address: Division of Reading
Department of Special Education
Murray State University
Murray, Kentucky 42071

Telephone: (502) 762-2854

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Institution: Murray State University

Position: College, Secondary Reading

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Capable of doing inservice with public school systems

Responsibilities: Implement and develop planned reading component in Learning Center.

Starting Date: July, 1976

Salary: $13,000 per academic year

Contact Person: Dr. Yancey Watkins

Address: Division of Reading
Department of Special Education
Murray State University
Murray, Kentucky 42071

Telephone: (502) 762-2854

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Institution: Northwestern University

Position: Specialist in the teaching of reading

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Teaching of reading to pre-school and primary age children and background in research methods.

Responsibilities: Teach courses on the teaching of reading, offer instruction in child development, advise degree candidates and supervise practicum in the teaching of reading.

Starting Date: Fall, 1976

Salary: Open

Contact Person: David C. Epperson

Address: School of Education
Northwestern University
Evanston, Illinois 60201

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Institution: Oregon College of Education

Position: Reading/Secondary Methods

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Public junior or senior high teaching

Responsibilities: Teaching and supervision of students enrolled in an integrated professional education block.

Starting Date: June or September, 1976

Salary: $13,000 up (9 months) plus 22% for summer

Contact Person: Dr. Roger Kershner, Director of Secondary Education

Address: Oregon College of Education

Room 201-D Education Building
Monmouth, Oregon 97361

Telephone: (503) 838-1220, ex. 471

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Institution: Rutgers University College

Position: Reading

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Two or more years teaching, experience in curriculum development, evaluation of college and/or adult reading programs

Responsibilities: Coordinate reading programs for adults

Starting Date: January, 1976

Salary: Negotiable

Contact Person: Dr. Jacqueline Lewis, Associate Dean

Address: New Jersey Hall
New Brunswick, New Jersey 08903

Telephone: (201) 932-7234

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Institution: Salisbury State College

Position: Director of College Reading Skills Center

Rank: Commensurate with education and experience

Degree Required: Advanced degree in reading

Responsibilities: Developing and implementing programs and/or courses that service college students' reading/study needs.

Starting Date: August 15, 1976

Salary: Commensurate with education and experience

Contact Person: Dr. Michael J. Masucci, Chairman

Address: Education Department
Salisbury State College
Salisbury, Maryland 21801

Telephone: (301) 546-3261, ex. 331

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Institution: Southeastern Louisiana University

Position: Director of the Laboratory School

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Teaching and/or administrative experience in innovative early childhood or elementary education programs

Responsibilities: Serve as administrator for laboratory school program.

Starting Date: July, 1976

Salary: Open

Contact Person: Walter Butler, Head

Address: Department of Education
Southeastern Louisiana University
Box 846, University Station
Hammond, Louisiana 70401

Telephone: (504) 345-2221

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Institution: St. Ambrose College

Position: Director of Elementary Education

Rank: Open

Degree Required: Doctorate

Experience Desired: Five years elementary teaching and reading clinic

Responsibilities: Teach courses in language arts, reading, children's literature; supervise summer reading clinic; advise and supervise elementary student teachers.

Starting Date: Spring, 1976

Salary: Open

Contact Person: George Monty Jr., Chairman

Address: Education Department
St. Ambrose College
Davenport, Iowa 52803

Telephone: (319) 324-1681

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Institution: Texas Tech University

Position: Secondary Reading and English

Rank: Unspecified

Degree Required: Doctorate

Experience Desired: Public school

Responsibilities: Teach reading and secondary English methods course

Starting Date: June or September, 1976

Salary: Open

Contact Person: Dr. Robert Anderson

Address: Texas Tech University
Lubbock, Texas 79409

Telephone: (806) 742-2277

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Institution: Texas Woman's University

Position: Reading/elementary education

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Public school teaching, teacher education work, and research.

Responsibilities: Work in newly-initiated doctoral program in reading in addition to reading and elementary education master's programs.

Starting Date: August, 1976

Salary: Open

Contact Person: Dr. Howard L. Stone, Chairman

Address: Department of Curriculum and Instruction
Texas Woman's University
Box 23029, TWU Station
Denton, Texas 76204

Telephone: (817) 387-0412

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Institution: Texas Woman's University

Position: Reading/early childhood

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Public school, college, and/or university teacher education

Responsibilities: Teach some early childhood courses and reading courses.

Starting Date: August 25, 1976

Salary: Open

Contact Person: Dr. Howard L. Stone, Chairman

Address: Department of Curriculum and Instruction
Texas Woman's University
Box 23029 TWU Station
Denton, Texas 76204

Telephone: (817) 387-0412

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Institution: University of California, Santa Barbara

Position: Secondary reading

Rank: Assistant Professor

Degree Required: Doctorate

Responsibilities: Offer courses at master's and reading specialist credential levels to secondary school teaching credential candidates.

Starting Date: Fall, 1976

Salary: Negotiable

Contact Person: Norman J. Boyan, Dean

Address: Graduate School of Education
University of California
Santa Barbara, California 93106

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Institution: University of California, Santa Barbara

Position: Direct graduate training program

Rank: Associate Professor or Professor

Degree Required: Doctorate

Experience Desired: Pertinent to assuming overall program leadership in reading and language acquisition

Starting Date: Fall, 1976

Salary: Negotiable

Contact Person: Norman J. Boyan, Dean

Address: Graduate School of Education
University of California
Santa Barbara, California 93106

Additional Information: Position subject to the availability of requested funding

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Institution: University of Pennsylvania

Position: Reading/bi-cultural and bi-lingual education

Rank: Assistant or Associate Professor

Degree Required: Doctorate

Experience Desired: Reading/ language arts and bi-lingual/bi-cultural education

Responsibilities: Work in developmental and remedial reading with additional responsibilities in bi-lingual and bi-cultural education.

Starting Date: September, 1976

Salary: Open

Contact Person: Dr. Dell Hymes, Dean

Address: Graduate School of Education
University of Pennsylvania
Philadelphia, Pennsylvania 19174

Telephone: (215) 243-7014

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Institution: University of South Carolina

Position: Reading/Educational Foundations

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Previous teaching or clinical experience

Responsibilities: Teach undergraduate and graduate courses in reading, give leadership to sponsored research, and direct doctoral research.

Starting Date: January 1, 1976

Salary: Based on training and experience

Contact Person: Dr. Margaret Bell, Assistant Dean for Academic Affairs

Address: College of Education
University of South Carolina
Columbia, South Carolina 29208

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Institution: West Virginia University

Position: Reading

Rank: Assistant Professor

Degree Required: Doctorate

Experience Desired: Three or more years of teaching at elementary or secondary level, plus teaching at the college or university level

Responsibilities: Teaching undergraduate and graduate courses in language arts and reading, advising graduate students, extension

teaching, research.

Starting Date: August 16, 1976

Salary: Negotiable

Contact Person: Dr. Thomas C. Hatcher, Program Coordinator of Reading

Address: WVU - College of Human Resources and Education
506 Allen Hall
Morgantown, West Virginia 26505

Telephone: (304) 293-3328

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Institution: Windham Southeast Supervisory Union

Position: Reading Coordinator

Degree Required: Master's

Experience Desired: Minimum of 3 years teaching

Starting Date: September, 1976

Contact Person: James Cusick, Superintendent, Windham Southeast Supervision Unit

Address: 230 Main Street
Brattleboro, Vermont 05301

Telephone: (802) 254-4539

Additional Information: District enrollment approximately 2,000 elementary (K-8). Brattleboro located 97 miles from Boston and 79 miles from Albany.

MOVERS

This regular feature of EPISTLE is designed to help you keep track of the whereabouts of your professional colleagues and to let you know who finally hired that promising graduate student your department was considering for a job.

We need your help to keep the feature up-to-date. Please drop us a line when you move on to a greener pasture, or when one of your doctoral students moves out for his or her first job. Thanks.

Address your letter to:

MOVERS
c/o Bob Palmatier
309 Aderhold Building
University of Georgia
Athens, Georgia 30602

NEW GRADUATES

. . . From Cornell University

Jeanette Miccinati, Assistant Professor
University of New Hampshire, Durham, New Hampshire

. . . From John Hopkins University

Leo Geoffrion, Assistant Professor
University of New Hampshire, Durham, New Hampshire

. . . From Indiana University

Russ Smith, Assistant Professor
University of Wisconsin - Milwaukee, Milwaukee, Wisconsin

. . . From Pennsylvania State University

Joseph A. Muia, Assistant Professor
Madison College, Harrisonburg, Virginia

. . . From Rutgers University

Josephine S. Goldsmith, Assistant Professor
Rutgers College, New Brunswick, New Jersey

Margaret Knapp, Assistant Professor
University of Texas at San Antonio, San Antonio, Texas

Margaret Smith-Burke, Assistant Professor
New York University, New York, New York

. . . From University of Illinois

Timothy R. Blair, Assistant Professor
University of North Carolina, Greensboro, North Carolina

Janet Busboom, Assistant Professor
Mercer University, Macon, Georgia

Margaret Haynes Duncan
Joliet Public Schools, Joliet, Illinois

Cathy Livingston, Acting Director, Learning Center
Parkland Junior College, Champaign, Illinois

Ire Adams Page, Assistant Professor
College of Charleston, Charleston, South Carolina

William Rupley, Assistant Professor
Texas A & M, College Station, Texas

David Tucker, Assistant Professor
University of Houston, Victoria, Texas

Donald Varner, Assistant Professor
Northeast Oklahoma State College, Tahlequah, Oklahoma

. . . From University of Miami

Gerry Bohning, Assistant Professor
Barry College, Miami, Florida

Wendy Cheyvey, Assistant Professor
Florida International University

Kathleen Guracharri, Assistant Professor
Florida International University

Richard Reisboard, Associate Professor
Temple University, Philadelphia, Pennsylvania

Evelyn Searls, Assistant Professor
University of West Florida, Pensacola, Florida

John Taylor, Chairman, Reading Department
East Tennessee State University, Johnson City, Tennessee

. . . From University of Wisconsin - Madison

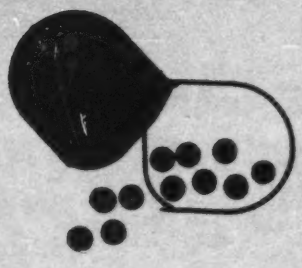
Emily Majer, Assistant Professor
San Diego State University, San Diego, California

VETERAN RELOCATIONS

Robert L. Hillerich
Associate Professor of Education
Bowling Green State University
Department of Curriculum and Instruction
Bowling Green, Ohio

Richard E. Hodges
Professor - Director, School of Education
University of Puget Sound
School of Education
Tacoma, Washington

Jesse C. Moore
Associate Professor of Reading
East Stroudsburg State College
East Stroudsburg, Pennsylvania



TIME CAPSULE

BOB PALMATIER

● Bidding farewell to 1975 means tax filing time. As you gather your records for professional, and thereby deductible, expenses, you may wish to rejoice in the possibility that all of those records may not be needed in the future. However, you should be aware that you will pay dearly for being excused from this record-keeping task. In an effort to decrease the complexity of FORM 1040 (IRS long form), a bill has been introduced in Congress which will do away with itemized deductions.

The House Ways and Means Committee reasons that, since itemized deductions are the major factor complicating FORM 1040, eliminating them will enable individuals to figure their tax obligation more easily. For most middle income taxpayers the end of itemized deductions will mean an increase of several hundred dollars in taxes. Professors and other educators may find the proposed law even more costly than will other middle income taxpayers. Among other items, the new plan eliminates deductions for employee business expenses such as conference attendance, professional memberships, home office maintenance, and other expenses of producing income. Also scheduled to go are deductions for state and local gasoline taxes, medical and dental expenses, casualty losses, sick pay, and child care. If this does not seem to alter your personal federal tax picture greatly, consider what affect it will have when magnified by state taxes, taxes normally based on federal tax obligation.

Lest you think this is a total take-away proposition, the House Ways and Means Committee proposes to replace itemized deductions with a flat deduction of $350-$650 to cover miscellaneous expenses. Independent tax experts agree that the average itemized return contains considerably higher deductions. This plan has been submitted to Congress and is given an excellent chance of passing. You may wish to inform your congressmen of the exceptionally heavy penalty to college and university professors which will result from the passage of this bill.

● The value of a college education has been questioned in many quarters. A recently released study by Herbert Bienstock, head of the regional office of the U.S. Bureau of Labor Statistics in New York, claims

that "it is a myth that things are so bad for college graduates." He claims that college graduates presently earn an estimated average of $710,000 from age 18 to death, while those completing only high school earn $480,000. This news may alter the present tendency to believe that the demand for a college education will decrease sharply in the future.

College educated individuals may earn more money than those completing only high school, but Caroline Bird, an academic researcher in San Francisco, contends that the college diploma is still a poor investment. To illustrate her point, Ms. Bird said that, if a Princeton-bound high school graduate put the $34,000 the diploma would cost into a savings bank offering 7.5% interest compounded daily, he would have $1.1 million at age 64. That is more than twice the earning potential (Ms. Bird disagrees with government estimates and sets the estimated earnings of the average college grad at $528,000). One argument against Ms. Bird's savings plan is the long delay required before collecting one's benefits. College educated workers collect higher paychecks throughout their working life rather than having to await retirement age to collect.

- ERIC/RCS has lost the services of Sister Rosemary Winkeljohann as Associate Director. She has become Director of Member Services for the National Council of Teachers of English. The duties of the position which Sister Rosemary left have been redefined to some extent, and Karl Koenke will serve on a half-time basis as Associate Director with Reading as his special concern. Dr. Koenke will retain his appointment as Associate Professor of Reading Education and Director of the Center for Reading Research and Instruction at the University of Illinois at Urbana.

- Illinois, like Virginia and North Carolina has a state organization of reading teacher educators. The group, College Instructors of Reading Professionals, is three years old. Meetings are twice each year (Spring and Fall) and members normally provide the program. Presentations of papers, new doctoral dissertations, or discussion sessions are the usual order of business. Bob Hillerich, now at Bowling Green University in Ohio, is completing his term as president of the Illinois group. Other officers include Ruth Richardson of Southern Illinois University, president-elect; Donna Ogle of National College, treasurer; and John Adams of Aurora College, secretary. An all-out membership drive is underway to increase the membership from the present total of 56. The organization is affiliated both with the state reading council and with IRA. The Illinois group brings the EPISTLE-reported number of state organizations of college professors of reading education to three. If there are other such groups, EPISTLE would like to know of them.

ABOUT THE AUTHORS

Anne Adams chaired the committee which developed the recently adopted reading competencies required for certification of classroom teachers, supervisors, and reading specialists in North Carolina. She helped to organize the association of college professors of reading described in her article and served as the group's first president. Dr. Adams is professor of education and director of reading at Duke University.

Kemble Oliver is currently a doctoral candidate at the University of Georgia. He served for three years as a reading consultant for the North Carolina Department of Public Instruction. For the past two years he has been coordinator of a school-based Right-to-Read project at Knox Junior High School in Salisbury, North Carolina. He has taught graduate reading courses for Appalachian State University and served for four years as state treasurer of the North Carolina Council of the International Reading Association. He has recently joined the EPISTLE staff as Assistant Editor.

Charles W. Peters is secondary reading consultant for Oakland Schools, Pontiac, Michigan. Oakland Schools is a regional educational center, providing professional development training, counseling, and clinical services for professional personnel, students, and parents in 28 suburban Detroit school districts. He is co-chairman of the Michigan Reading Association's Legislative Action Committee and has been active in leading the organization to obtain a professional legislative advocate. Dr. Peters has recently joined the EPISTLE staff as an Advisory Editor.

Nathaniel A. Peters is chief of the Reading and Language Arts Unit for Oakland Schools, Pontiac, Michigan. He is co-chairman of the Michigan Reading Association's Legislative Action Committee and has been active in developing the organization's program for advocacy of legislative action. Dr. Peters worked in the University of Wisconsin Research and Development Center, prior to joining the Oakland Schools staff.

ANNUAL MEETING PROGRAM

Professors of Reading Teacher Educators
Special Interest Group
International Reading Association

Tuesday, May 11, 1976
1:30 - 4:45 p.m.

Royal II, Royal Inn
Anaheim, California

Business Meeting

Chairman: Robert A. Palmatier
University of Georgia

Panel Presentation and Interaction: What We Need from Graduate Training Programs in Reading

Moderator: Richard L. Allington
State University of New York at Albany

University View: P. David Pearson
University of Minnesota

State Department View: George Tregaski
New York State Education Department

Public School View: Beatrice Levin
Philadelphia Public Schools

Student View: Laura Chodos
State University of New York at Albany

Student View: Kemble Oliver
University of Georgia

Student View: Dennis Wright
Arizona State University

Audience Reaction and Summary

next issue . . .

Innovative approaches to preparing reading teacher educators.
Three articles by:

Joan Nelson

Richard Allington

Lee Mountain

Continuation of legislative and certification changes.
Reports from thirty-two remaining states by:

Kemble Oliver

regular features . . .

MOVERS

JOB REPORT

TIME CAPSULE

ABOUT THE AUTHORS

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